

Student Handbook 2023-24



50-51 Park Place, Cardiff CF10 3AT

Tel: 029 2087 0000

Email: learn@cardiff.ac.uk

www.cardiff.ac.uk/learn

Student Handbook

2023-24



Welcome

Welcome to the latest edition of the Lifelong Learning Student Handbook.

The handbook is designed to assist you in finding out about various aspects of studying with us, your courses and the University as a whole. It includes information on facilities and services; disabled students; policies, procedures and regulations; credits, accreditation, qualifications and prizes; and assessment and marking.

Sections 1, 2, 3 and 4 provide general information for all students. Sections 5, 6 and 7 provide information on credits, assessment and qualifications along with guidance on study, including essay writing, projects and dissertations and citing references for students taking accredited courses.

We hope you find the handbook helpful, and should you have any suggestions for improvement or additions for the future, please contact either your student representatives or Student Services (email learn@cardiff.ac.uk).

Your Prospectus

We issue a prospectus of courses once a year. The prospectus is published in July and contains all our courses for the Autumn, Spring and Summer Terms. Summer schools are advertised in individual leaflets.

If you have attended a course within the last two years then you should be sent current editions of the prospectus through the post as published. If you are new to our courses or have not received the prospectus when you feel that you should have done, please contact our reception office **029 2087 0000**. Reception may also be able to help you with details of particular courses.

If you have access to the internet then you can view the current prospectus and have access to a range of other information via our website:

www.cardiff.ac.uk/learn

The website is updated every day and holds details of all courses and events.

Included under 'Study Support' is the Learning Guide, a resource which offers advice on how you can develop effective ways of studying.

You can also contact us via email on learn@cardiff.ac.uk.



For more information www.cardiff.ac.uk/learn

Contents

Section	Page
Personal Development Planning (PDP)	8
SECTION 1 Information on Facilities, Services and Support	
1. Use of all the Libraries	14
2. Obtaining Library / Identification Cards	15
3. Free Computing Account	15
4. Use of the Careers Service	17
5. Membership of the Students' Union and Opportunities for Joining Groups and Societies	18
6. Full use of the University's Sports Facilities	20
7. Advice and Guidance from Tutors	20
8. Student Representation and the Staff-Student Panel	21
SECTION 2 Disabled Students	24
1. The facilities available for students with disabilities, dyslexia and long-term health problems	24
2. Disclosing disabilities	24
3. Helping us help you	24
4. Disability awareness for all students	25
SECTION 3 Policies, Procedures and Regulations	26
1. Note to Students	26
2. Code of Behaviour for Students	27
3. Student Disciplinary Procedure	28
4. Complaints Procedure	29
5. Computer Account Procedures	30
6. Safety Procedures	30
7. Field trip safety procedures	31
8. Reporting Extenuating Circumstances	31
SECTION 4 Student Feedback	32
1. Course Evaluation Forms	32
2. Student Representatives and the Staff-Student Panel	32

Section	Page
SECTION 5 Credits, Accreditation, Qualifications and Prizes	
1. What are credits?	34
2. What do the different levels of credits mean?	34
3. How do I qualify for credits?	34
4. How much work will I have to do?	34
5. How do I find out about whether I have gained credits?	35
6. What qualifications can I study for?	36
7. Prizes and Awards	39
SECTION 6 Generic Assessment Criteria	40
1. How do Tutors inform students about credits gained?	40
2. Generic criteria for assessment	40
3. Plagiarism and Unfair Practice	44
4. Guidance on the Writing of Assessed Work	49
5. Essay Planner for General Essays	50
SECTION 7 What Next? Information on Progression and Further Study	60
APPENDIX 1 Regulations for the Modular Programme of Study Leading to a University Certificate of Higher Education	62
APPENDIX 2 Regulations for the Modular Programme of Study Leading to a University Diploma of Higher Education	64
APPENDIX 3 Examining Board Conventions	66
Map	72

Lifelong Learning Contacts

If you want further information about members of the academic staff or about Lifelong Learning as a whole, go to our website on www.cardiff.ac.uk/learn

Academic Staff

email address @Cardiff.ac.uk

Director of Lifelong Learning	Dr Zbig Sobiesierski	SobiesierskiZ
Subject Area	Co-ordinating Lecturer	
Business and Management, Law and Politics	Dr Sara Jones	StephensJ4
Computer Studies	Dr Mike Evans	Evans
Humanities	Dr Michelle Deininger	DeiningerMJ
Science and Environment	Dr Zbig Sobiesierski	SobiesierskiZ
Social Studies	Dr Sara Jones	StephensJ4
Modern Languages	Helga Eckart School of Modern Languages	Eckart
Public Service Interpreting	Helga Eckart School of Modern Languages	Eckart
Pathways Coordinator	Dr Catherine Phelps	JonesSJ15

Administrative Staff

Student Services	Mark Jones	JonesMDD
Course Administration Contact	Vikki Payne	PayneV
Finance Contact	Xenia Porteous	PorteousX
Student Records Contact (including Accreditation)	Joanne Hullah	Hullah

Notable Dates

Cardiff University

Dates of Semesters and Recesses

Autumn Semester	Monday 02 October 2023 to Friday 15 December 2023
Christmas Recess	Monday 18 December 2023 to Sunday 7 January 2024
Spring Semester	Monday 29 January 2024 to Friday 14 June 2024
Easter Recess	Monday 25 March 2024 to Sunday 14 April 2024
Other Bank Holidays	Monday 6 May 2024 Monday 27 May 2024 Monday 26 August 2024

Useful numbers

- Porter's Lodge (John Percival Building) 2087 6711
- Porter's Lodge (Trevithick Building) 2087 6708

Personal Development Planning (PDP)

Lifelong Learning offers all students the opportunity to participate in a process of Personal Development Planning.

What is Personal Development Planning (PDP)?

PDP is a process which aims to improve your ability to understand what and how you are learning and will help you to get the most out of your student experience by helping you to take responsibility for your own learning and raising your awareness of the variety of opportunities for development.

Why is it Relevant?

There may be many different reasons for studying with us: to update your skills, for professional development, in preparation for undertaking undergraduate study or just for the fun of it. Attending a course at Lifelong Learning may be part of your own personal development or if you are employed it might be part of your Continuing Professional Development. You might also be attending your course as a first step back into learning and to find out whether HE level study is appropriate for you.

Whatever your motivation for following a course, the Personal Development Planning process aims to help you make the most of your time at the university and ensure that you are aware of all of the opportunities on offer.

How is the PDP Process Structured?

Our PDP process is based upon an ongoing cycle of personal self-evaluation, reflection and development.

- ▶ The PDP process will begin informally when you first contact us regarding enrolment. You may wish to discuss what course you wish to follow and why you want to follow it, or you may have already completed this process of your own accord. Either way, you will have been prompted to think about issues such as what level of study should I follow or do I want to be formally assessed?
- ▶ Preparing for HE level study – reflecting on why you chose your course and questioning what you hope to gain from it.
- ▶ Reflecting on progress – reflecting on your overall progress in modules and planning for future study or career development.

What Support will you Receive?

While the responsibility for participating in the PDP process rests with individuals, we are committed to supporting you in this activity. Forms to help you think about each of the stages outlined above are included on the following pages.

If you wish, you can discuss your development with your Tutor, Coordinating Lecturer, fellow students or members of the university support team i.e. student support and careers service.

Lifelong Learning

PDP Form 1

This form will help you to plan your future study. Think about relevant experiences in your past and draw upon these and your current ambitions to plan success in your new course.

Please detail your previous educational experience

.....

.....

Please detail your work experience to date

.....

.....

Why have you chosen to undertake a course with Lifelong Learning

.....

.....

What do you aim to achieve from your course?

.....

.....

What are your expectations of HE level study?

.....

.....

Do you have any anxieties about HE level study?

.....

.....

What are you most looking forward to?

.....

.....

Lifelong Learning

Personal Development Plan Form 2

This form will help you to engage in a reflective process and record your progress for each module you undertake with us. If you use this form to evidence your development during individual modules you will have a valuable log of progress to refer to in the future.

Module name:

Thinking -What were your expectations of the module?

.....

.....

Planning -What did you hope to achieve from the module?
What strategies did you use to ensure that your expectations were met?

.....

.....

Reflecting - How well do you think you met the learning outcomes of the module? What went well? What didn't go so well? What were your main achievements? What did you learn from the feedback on your assignments? How did you find the assessment process?

.....

.....

Recording -What type of work have you undertaken during this module e.g. group work, independent research? What skills did you gain or develop through this module?

.....

.....

Developing -What do you plan to do next? Will you use the skills developed through this module in other areas e.g. work.

.....

.....

Lifelong Learning

Personal Development Plan Form 3

This form can be used to help you consider and evaluate your future plans.

Has the course changed your perception of HE level study in any way?

.....

.....

What do you feel were the most positive outcomes of the course, both personal and educational?

.....

.....

Will you use the knowledge and skills you have developed in other settings?

.....

.....

Did you access any of the services available in the University?

.....

.....

What next? -What are your plans for further study/work?

.....

.....



SECTION 1

Information on Facilities, Services and Support

Now that you have enrolled on one of our courses, you are formally a student of Cardiff University. The information on the next few pages tells you about the benefits and facilities that are available to you. Additional information is also available on our website www.cardiff.ac.uk/learn under the title "Information for Students" on the home page.

1. Use of all the Libraries

As a student enrolled on an accredited course you are entitled to use all of our University libraries. Part-time students are eligible to borrow 10 books at any one time. The Library also has a range of audio and video materials available for loan.

Enquiry services are available through ask a Librarian live chat, by email at library@cardiff.ac.uk or by phone on +44 (0)29 2087 4818 between 09:00-21:00 Monday to Friday and 10:00-17:00 at weekends during semester time, and 09:00-17:00 Monday to Friday during vacations.

You may prefer to access our extensive collections by using our online Library Search.

Most of the books and resources you need for your course will be held at the Arts and Social Studies Library. Check for opening times at Arts and Social Studies Library - Student intranet - Cardiff University The Arts and Social Library address and contact details can be found here.

2. Obtaining Library / Identification Cards

Full-time and part-time students on accredited courses need an Identification (ID) card to borrow books from the Library. ID cards are available from the start of August. To apply for your student card, please forward a copy of your Confirmation of Enrolment email along with a photograph of yourself to librarymembership@cardiff.ac.uk

Please contact us if you have any queries about ID cards.

3. Free Computing Account

Access to the University computer network is available for all students enrolled on accredited courses. A username and password will be created automatically once the enrolment process has been completed, and details will be emailed to your personal email address if you have provided one. You will also need an identity card to use computing facilities on the University campus. Passwords expire at the end of the academic year in July.

3.1 Where to find a computer

Lifelong Learning students can use their username to log in into any of the computers currently provided around the University for undergraduate students at the Library.



3.2 Computing support

The Information Services Division Computing Centre operates an IT support service for Cardiff University students (help is also available from the Resource Centres). Contact Advisory for help with software and Help Desk to report faults. You can also find a lot of helpful information from the documents: Computing at Cardiff and the Quick Guide.

4. Use of the Careers and Employability Service

Lifelong Learning students are very welcome to use the University Careers and Employability Service, which is open Monday to Friday 9am to 5pm. Whether you are returning to work, career changing, seeking advice on your CV or just wanting some direction, you can book an appointment.

You book an appointment by using the online career journey app and stating that you are a Lifelong Learning student. Let them know in advance if you have any specific access needs. You can also email your careers queries to careers@cardiff.ac.uk making it clear at the top of the e-mail that you are a student with us. Your Careers and Employability team are still available and committed to supporting you in these uncertain times. Use this section to find about our services during COVID-19 with tips on making the most of lockdown, employers, placements, and career planning.

Career services during Covid: <https://cardiff.potential.ly/playlists/our-services-during-covid-19>

Career Journey App: <https://intranet.cardiff.ac.uk/students/applications/view/your-career-journey>

For more information www.cardiff.ac.uk/learn

5. Membership of the Students' Union and Opportunities for Joining Groups and Societies

If you enrol for 30 credits in any one academic year, you are entitled to full membership of the Students' Union. If you enrol for less than 30 credits in any one academic year then you can apply to be an Associate Member.

The Students' Union is Located in Park Place (and hard to miss), and provides:

- Facilities for approximately 150 societies and 60 sports clubs as well as a range of social events. If you wish to join any societies, you should attend the Freshers Fayre which takes place in September in the Great Hall. The Students' Union levies a fee for individuals to join sports clubs and society for all members.
- Information on travel, insurance and other benefits available to students, as well as advice and practical help on a wide range of subjects.
- Its own purpose-built building containing a night-club, concert venue, seven restaurants, a general store, a print shop, a travel shop, a bookshop, two banks, an insurance agency and a launderette.
- Extensive sports facilities. To find out what is going on when you arrive, telephone the Sports and Recreation Services on **029 2087 4044**.

For further information go to <http://www.cardiffstudents.com/> or ring **029 2078 1400**.

MEMBERSHIP

OF THE

Students' Union

Cardiff University Students' Union is a crucial partner in enabling the University to provide a first class student experience. If you enrol for 30 credits in any one academic year, you are entitled to full membership of the Students' Union. If you enrol for less than 30 credits in any one academic year then you can apply to be an Associate Member.

As a full member, you have access to all the great services that they offer, plus you have the right to make crucial decisions about what the Union does and how it is run. The Students' Union strives to help students enjoy their time here, make friends and leave their studies with skills to enhance their future or existing career. It is the recognised voice of students at Cardiff University and it offers advice, representation, training, skills development, student activities, sports clubs and societies, student media, volunteering opportunities, employment, social space and a great range of entertainment.

The Students' Union is Located on Park Place and provides:

- Facilities for over 180 societies and 60 sports clubs as well as a range of social events. If you wish to join any societies and clubs, you should attend the freshers fairs which take place in September in the Great Hall, or join online at cardiffstudents.com
- A Student Advice service offering advice and information, advocacy and representation through a free, confidential, impartial and independent service to the members of Cardiff University Students' Union.
- Its own purpose-built building containing a newly refurbished nightclub, live music venues, a pub, food outlets and cafes, a campus shop, a print shop, a hairdressers, an IT shop, a letting agency, a bookshop, a bank and a recruitment agency for temporary work.

For further information go to:

- cardiffstudents.com
- @CardiffStudents
- Facebook.com/CardiffStudents
- 029 2078 1400



6. Full use of the University's Sports Facilities

All students taking accredited courses will be entitled to use these facilities at a reduced price. You will need to take your up-to-date identity card to prove that you are a student with us.

Cardiff University Sport and Recreation Service is spread over 3 sites and the extensive range of facilities and services offer something for everyone.

6.1 Who can use the facilities?

The facilities are open to students, staff and external users throughout the year. Students and staff have subsidised rates. All users of the facilities must be over the age of sixteen unless they are participating in an activity with an adult or attending a specially organised session such as a children's party.

6.2 Guests and external users

External customers are welcome to use all facilities on payment of the current external user entry rate. Check out www.cardiff.ac.uk/sport/index.html or phone **029 2087 4045** for more information.

7. Advice and Guidance from Tutors

All tutors expect to give help, advice and guidance to their students. If you want advice, you should speak to your course tutor. If your course tutor cannot help (or it is a matter on which you do not wish to consult him/her) then you should contact the Co-ordinating Lecturer for that subject area in the first instance (see Staff List on page 6).

The **Code of Practice** below sets out the framework on which the advice and guidance you can expect is based in formal terms:

7.1 Code of Practice

Continuing and Professional Education seeks to provide advice and academic support to its part-time students in the following ways:

Before enrolment, academic advice on which courses or package of courses would best suit an individual's needs is available to enquirers from the Co-ordinating Lecturer for each subject area.

2. For enrolled students, their course tutor shall normally be the first point of contact for all advice and guidance enquiries.
3. Where issues are raised by students which cannot be resolved by the course tutor, or where it is inappropriate for the tutor to give advice (e.g. specialist advice required), the matter shall be referred in the first instance to the Co-ordinating Lecturer for that subject area, or relevant specialist e.g. Disability Officer.
4. The Director of Studies shall be the identified Continuing and Professional Education contact and a further point of referral for students whose difficulties remain unresolved after consultation with the Co-ordinating Lecturer. The Director of Studies shall report to the Board of Studies as appropriate and shall co-ordinate all matters relating to this Code of Practice.
5. This Code of Practice shall be summarised and published in the Continuing & Professional Education Student and Staff Handbook.

The Director of Studies is Dr Zbig Sobiesierski, Director of Continuing and Professional Education.
(SobiesierskiZ@cardiff.ac.uk)

8. Student Representation

Lifelong Learning ensures that the opinions of its students are heard through Student Representatives as well as via our feedback email address, cpefeedback@cardiff.ac.uk. Students are welcome to provide feedback to this address at any time.



SECTION 2

Disabled Students

1. The Facilities Available for Students with Disabilities, Dyslexia and Long-Term Health Problems

At Lifelong Learning we are keen to ensure that everybody can get the most out of their courses. For this reason we have invested in a whole range of equipment for our students to borrow from the library. We have bought everything from tape recorders, spell checkers, page magnifiers to high contrast computer keyboards. All you have to do is go to the Arts and Social Studies Library and request the items you wish to borrow. Most of them are issued in the same way library books are, whilst some are for use within the library. If you cannot find the disability-related item you require please email learn@cardiff.ac.uk

2. Disclosing Disabilities

When you tell us about a disability on your enrolment form we do not automatically inform your tutor, unless you ask us to do so. This is to ensure that students retain privacy and Data Protection. Therefore if you would like your tutor to be informed about some aspect of your disability and you haven't been contacted with a disclosure form, please do feel free to contact us as soon as possible. Please email learn@cardiff.ac.uk

3. Helping us Help You

Like any large organisation we know we don't always get things right, but we are keen to improve your learning experience. Please email and tell us if you feel we could improve in a certain area. In addition if you are experiencing specific difficulties accessing your course, contact learn@cardiff.ac.uk

If, after doing so, you feel that your concerns have not been addressed you can contact Dr Zbig Sobiesierski (Director of Lifelong Learning). Ring **029 2087 0000** or visit Reception to make an appointment.

4. Disability Awareness for all Students

We want to make sure everybody has an enjoyable time studying with us here at Lifelong Learning and this includes when you are taking part in group discussions and project work. Here are some suggestions that will ensure that everybody in your group feels included:

1. If one of your classmates uses a Communication Support Worker (e.g. sign language interpreter) don't get carried away in discussions and speak over other people. It is impossible to translate two people simultaneously.
2. If you are chairing a group discussion it is useful to summarise questions or statements made by other members of the group, especially where the questioner is seated behind a deaf or hard of hearing student and it is therefore impossible for this student to lipread.
3. If a disabled person is with someone, talk to the disabled person directly, not to the person who is with them. This also applies to a deaf person accompanied by a sign language interpreter.
4. If someone needs to lipread, make sure your face is well lit, look directly at the person and speak clearly and naturally. Remember to keep your hands away from your face.
5. When you first meet a blind person, introduce yourself. When you are going to move away, tell them. Don't leave them talking to an empty space.
6. When working with someone with a speech impairment, concentrate on what is being said, be patient and don't try to guess what they want to say. If you don't understand, don't pretend you do.
7. When working with somebody who uses a wheelchair, try to ensure that your eyes are at the same level as theirs, perhaps by sitting down. Don't lean on the wheelchair - it is part of their personal space.
8. Avoid asking personal questions about a person's disability, such as "Were you born like that?" However if you are taking part in a group task and you are concerned that this person isn't participating comfortably, it's fine to ask something like "Are you comfortable with this type of activity?"

SECTION 3

Policies, Procedures and Regulations

When you enrol with us you become a student of Cardiff University and as such are bound by a number of policies and procedures including our:

- ▶ Code of Behaviour for Students
- ▶ Student Disciplinary Procedure
- ▶ Complaints Procedure
- ▶ Computer Account Procedures
- ▶ Safety Procedures

The above are detailed in the next few pages.

Further information on your rights and responsibilities as a student at Cardiff University can be found on the University intranet <https://intranet.cardiff.ac.uk>

1. Note to Students

All matters arising out of your registration as a student at Continuing and Professional Education will be governed and construed in accordance with the law of England and Wales and are under the jurisdiction of the Courts of England and Wales only. Complaints in relation to any matters arising out of your registration as a student may be referred to the Office of the Independent Adjudicator, but only once internal procedures are exhausted.

Students often set up WhatsApp groups or Facebook groups. Please be mindful of publishing personal data in public spaces and respect the privacy of others. Cardiff University's policy on social media and students can be found here: <https://intranet.cardiff.ac.uk/students/news/view/583289-social7-rules-to-live-by-on-social-media>.



2. Code of Behaviour for Students

1. A student must not engage in conduct which may involve an offence against a person; cause a nuisance; damage, deface, misappropriate or misuse any property of the University; or otherwise behave in a manner likely to bring the University into disrepute or likely to cause offence to others.
2. A student must not engage in conduct which disrupts or is likely to disrupt teaching, study, examining, research, administration or social activities in the University or which obstructs or is likely to obstruct any student in pursuit of his/her studies or person employed by the University in the performance of his/her duty.
3. A student must leave any premises of the University or the Students' Union, or any other premises officially used by the University, when reasonably requested to do so by any person employed by the University.
4. A student must not engage in, or act as a party to, any academically improper or dishonest practice.
5. A student must comply with all requirements as to safety.
6. The University shall maintain a constructive relationship with the Police, shall co-operate fully in any Police enquiry, and shall report any matter which appears to constitute a serious criminal offence, or where otherwise the University deems it appropriate to do so, directly to the Police.
7. Where a possible breach of the above Code of Behaviour has taken place the Continuing and Professional Education Disciplinary Procedure shall apply.

For more information www.cardiff.ac.uk/learn

3. Student Disciplinary Procedure

This procedure shall apply to all Lifelong Learning students, that is, any person who is enrolled on one of our courses:

1. In the case of an alleged breach of our Code of Behaviour, a preliminary assessment will be undertaken by the Director of Lifelong Learning (or his/her nominee) to determine whether the issue may be resolved without instigating formal disciplinary procedures.

2. Following the preliminary assessment of the alleged incident, the Director of Lifelong Learning (or his/her nominee) shall have the discretion to:

- ▶ dismiss the complaint
- ▶ deal with the complaint within Lifelong Learning
- ▶ refer the complaint to a relevant senior officer within the University
- ▶ refer the matter to the police

3. In cases where the complaint will be dealt with within Lifelong Learning, the following procedure will be followed:

- ▶ The Director of Lifelong Learning (or his/her nominee) will investigate the complaint (which shall include contacting the subject of the complaint).
- ▶ The Director of Lifelong Learning shall normally contact the subject of the complaint in writing and will request a written response from him/her within 10 working days.
- ▶ In specific circumstances e.g. residential or short courses, the Director of Lifelong Learning may deal with the complaint in person, with a view to resolving it immediately.
- ▶ The subject of the complaint will be invited to respond to these allegations within a further 10 working days.

4. Following receipt of a response from the subject of the complaint, or in the absence of any response after 10 working days, the Director of Lifelong Learning will form a

view on the substance of the allegations and then take one or more of the following steps:

- ▶ take no action
 - ▶ issue a warning which shall not be recorded on the student's record
 - ▶ issue a warning which shall be recorded on the student's record
 - ▶ issue a reprimand which shall be noted against the student at Lifelong Learning and shall include a formal warning that treatment of any future misconduct will take such reprimand into account
 - ▶ issue a final warning
 - ▶ exclude the student from the course immediately
 - ▶ exclude the student from the course immediately and exclude him/her from any other Lifelong Learning courses and building(s) either for a specific period or indefinitely
 - ▶ exclude the student from the course immediately and exclude him/her from any of other Lifelong Learning either for a specific period or indefinitely
 - ▶ refer the matter to a relevant senior officer of the University
5. A student dealt with under 3 above is entitled to appeal against such a decision to the Senior Executive of the University, in the first instance. This must be done in writing within 10 working days and include a written statement for the grounds of the appeal.

4. Complaints Procedure

Lifelong Learning is committed to providing students with high quality teaching in a high quality learning environment. Students are encouraged to take responsibility for communicating their needs and seeking support within Continuing and Professional Education. If a student feels that any aspect of their experience at Continuing and Professional Education gives grounds for complaint, the Director of Continuing and Professional Education can assist and advise you on the correct procedure to be followed.

Information about the University's Complaints Procedure can be found at <https://www.cardiff.ac.uk/public-information/students-applicants/complaints>

5. Computer Account Procedures

1. Only students on accredited courses are entitled to a computer account at Cardiff University.
2. Accounts will not be set up until Lifelong Learning has received payment from the student.
3. The accounts will remain open until the end of the academic session after which they will be deleted without notice – students are advised to make copies of any files that they would like to keep before the end of the academic year.
4. Acceptable use of accounts is governed by University Regulations.
5. The University reserves the right to withdraw, without notice, access to a computer account if it is considered that inappropriate use is being made of University facilities.

6. Safety Procedures

An announcement at the beginning of the first class should be made to ensure that you are aware of the procedures in the event of an emergency evacuation or accident. On campus, safety transparencies are located in every classroom and should be easily visible; exit routes are marked in all corridors. Off campus, please acquaint yourself with local emergency procedures.

On discovering a fire:

- ▶ sound the alarm by breaking the glass in the nearest call point;
- ▶ call for assistance;
- ▶ attack a fire only if safe to do so;
- ▶ always use the correct extinguisher.

On hearing the alarm:

- ▶ close all doors and windows behind you and leave by the nearest exit;
- ▶ do not stop to collect personal belongings;
- ▶ do not use the lifts;
- ▶ dial 999 to ensure the Fire Service has been called.

After leaving the building:

- ▶ move well away from the building;
- ▶ assemble at the designated assembly area;
- ▶ leave clear access for the Emergency Services;
- ▶ do not attempt to re-enter the building until you are told it is safe to do so.

Accidents:

- ▶ seek help from a first-aider in the vicinity of the accident;
- ▶ report the incident to a Porter/Receptionist/Site Manager in the area;
- ▶ if in any doubt about the condition of the patient, dial 999 and ask for the Ambulance Service;

7. Field Trip Safety Procedures

Continuing and Professional Education follows the University Guidance on Safety in Fieldwork when conducting Fieldwork or Study Tours. Copies of two manuals: Guidance on the Use of Minibuses and Guidance on Safety in Fieldwork are held at Continuing and Professional Education and are also available from the Safety Office, 51 Park Place.

8. Reporting Extenuating Circumstances

Students may occasionally experience personal circumstances, such as illness, bereavement etc, which can seriously disrupt their ability to study and/or affect performance in an assessment.

The University considers **EXTENUATING CIRCUMSTANCES** to be circumstances which:

- ▶ have prevented you from performing at your usual level in an assessment; **and**
- ▶ are unforeseen or unavoidable; **and**
- ▶ are close in time to the affected assessment.

If you believe you have experienced extenuating circumstances, whilst taking a course provided by Lifelong Learning then you should make this known in writing to the Co-ordinating Lecturer for the subject you are studying, as soon as possible.

For further information on what kinds of circumstances are likely/unlikely to be accepted see:

<https://intranet.cardiff.ac.uk>

SECTION 4

Student Feedback

1. Online Course Evaluations

Towards the end of the course, you will be given the opportunity to complete a Course Evaluation through the university's survey software. You will be provided with the URL to complete the evaluation either by your tutor or the course administration team. The evaluation is designed to work on mobile devices as well as laptops and PCs and doesn't take very long to complete. Significant issues raised in course evaluation forms are considered by the Centre's Board of Studies. Relevant notes from these meetings will be posted on the Student Information Board which is located on the ground floor near reception.

2. Student Representatives and Feedback

Lifelong Learning ensures that the opinions of its students are heard through the student representatives as well as via our feedback email address, cpfeedback@cardiff.ac.uk. Students are welcome to provide feedback to this address at any time.



SECTION 5

Credits, Accreditation, Qualifications and Prizes

1. What are Credits?

Credits are part of a national scheme which allows you to work towards a recognised award at most universities.

Credits are recognition by the university that you have successfully completed a unit of study. Credits are usually assigned to a unit of study in multiples of 10. They give an indication of the level at which you are working, and the amount of work involved.

At Cardiff University, each unit of study is called a module and each module is usually worth 10, 20 or 30 credits. At Lifelong Learning we have called these modules “courses” and the number of credits for each course is detailed in both Choices and on our Course Fact Sheets.

2. What do the Different Levels of Credits Mean?

Credits are offered at different levels as summarised below:

Level 3: which is equivalent to pre-degree level study

Level 4: which is equivalent to first year undergraduate study

Level 5: which is equivalent to second year undergraduate study

3. How do I Qualify for Credits?

If you have enrolled on a credit bearing course then you need to complete the assessments successfully (see section 6 for further information on assessment).

4. How much work will I have to do?

Further details on the assessment associated with each course are available from the Course Fact Sheets and your Course Tutor.

5. How do I find out about whether I have gained credits?

If you have taken the assessment, at the end of the course you will be given a form which states the number of credits gained and a provisional mark. *Please retain this as your record of credits gained.*

The Assessment Form is your link with the credit system.

The details on it, together with samples of the work done by the class (which may well include some of your work) will go to the co-ordinating lecturer for your subject. S/he will arrange for any second marking that needs to take place and the work will be sent on to a subject moderator. At this stage, all results will be reviewed, first by a subject examination board and then by a Lifelong Learning exam board with its own external examiners. The object is twofold: to ensure that all our marking is at the same level and to ensure that it is comparable to Level 4 and Level 5 marking in other comparable university institutions. Although we try to return all work to students after the exam boards, **you should keep a copy of all the work you submit.**

Only after the marks or grades which appear on your form have been considered by both examination boards can we formally award you the credits. This is why marks etc. are stated to be ‘provisional’ on the form. However, most provisional marks are confirmed with only minor amendments or none at all, so we will only inform you of any changes if they affect your grading.

Once credits have been confirmed by the end-of-academic-year examination board, they are entered on our records. **If you need a full record of your credits, you can ask Lifelong Learning for a student credit history, giving course and credit details.** This will not show current year credits until they have been passed by the examination board. Courses which run late in the summer may not have their credits confirmed until later in the year. If you have any queries, please ring Lifelong Learning and ask reception for the Student Records Contact.

6. What Qualifications can I study for?

At Lifelong Learning we offer four qualifications, the **Certificate of Continuing Education**, the **Certificate of Higher Education**, the **Level 5 Certificate of Advanced Study** and the **Diploma of Higher Education**.

6.1 Certificate of Continuing Education

Certificate of Continuing Education are Lifelong Learning awards, and are awarded when you gain 60 credits within one subject area. In some areas, the combination of courses is predefined. A list of the certificates we offer can be found in Choices, and further information is available in the **Information for Students** section of our website. Once you have completed the courses leading to a Certificate of Continuing Education you will need to contact our Student Records Contact to confirm your entitlement and to let us know you wish to claim the award.

6.2 The Certificate of Higher Education

This nationally-recognised qualification is awarded by Cardiff University when you gain 120 credits at Level 4 with any combination of courses (this is equivalent to the work required of the first year of a full-time undergraduate degree). The time limit for gaining this qualification is 10 years. Credits from each individual module can only be included once in the certificate. You may substitute Level 5 credits for Level 4 credits. However, if you intend to study further i.e. for a Diploma, you must bear in mind that these Level 5 credits cannot also be counted towards a Diploma.

6.3 The Level 5 Certificate of Advanced Study

Level 5 Certificates of Advanced Study are Continuing & Professional Education awards and are awarded when you gain 60 credits **within one subject area at Level 5**. In most subject areas the combination of courses is predefined.

6.4 The Diploma of Higher Education

Please note that students wishing to register for the Diploma must make a formal application to Continuing and Professional Education before, or by the time, they have completed 60 credits of Level 5 Diploma credits. Details on how to register can be obtained from Reception.

This nationally-recognised qualification is a Level 5 award and will be awarded by Cardiff University when you gain 120 credits at Level 5.

You will not need to register for the Diploma to enrol for Level 5 courses, but if you do wish to register for a Diploma and work towards the award, you should be aware of the following:

- ▶ The Diploma is made up of a series of subject-blocks which can themselves be taken as Level 5 Certificates of Advanced Study.
- ▶ At present these subject-blocks are:

Computer Studies (3 subject-blocks available in Java Programming, C and Shell Programming, and Programming for the Web)

European Languages

French (2 subject-blocks available, in French Language and French Culture)
 Spanish (2 subject-blocks available, in Spanish Language and Spanish Culture)
 German (2 subject-blocks available, in German Language and German Culture)
 Italian (2 subject-blocks available, in Italian Language and Italian Culture)

- ▶ Each subject-block consists of 60 credits worth of courses at Level 5.
- ▶ The Diploma is awarded when two subject-blocks have been successfully completed.
- ▶ Details of the courses which qualify for the Diploma will be available from Continuing and Professional Education.
- ▶ Some courses assume a level of expertise or may have pre-requisites that you must meet before enrolling on the course.

- ▶ To qualify for enrolment on the Diploma you must already have: The Certificate of Higher Education; or 120 credits at Level 4; or 120 credits at Levels 4 and Level 5, none of which you wish to use towards a Level 5 award; or an award which is, or includes, the equivalent of the Certificate (e.g. another 120-credit Level 4 award or an award such as a university degree which can be used to demonstrate that you have successfully completed the first year of a university undergraduate programme of study). For further information please contact Continuing and Professional Education.

6.5 Pathway to a degree

With 60 credits Level 4 from specific Pathways to a Degree, you can go on to study at degree level. Subjects currently available: Accounting and Finance, Business and Management, History and Archaeology, Modern Languages, Religious Studies, Social Science, Translation Studies and Healthcare.

6.6 International Language Qualifications

The School of Modern Languages offers the opportunity to sit International Language Examinations in DELF/DALF (French), Goethe Zertifikate (German), CILS (Italian), D.E.L.E (Spanish) and HSK (Chinese).

6.7 Further information on qualifications

The following documents that relate to the qualifications you can study for can be found in **Appendix 1** at the end of the Handbook.

- ▶ Regulations for the Modular Programme of Study leading to a University Certificate of Higher Education
- ▶ Regulations for the Modular Programme of Study leading to a University Diploma Of Higher Education
- ▶ Examining Board Conventions
Please contact Continuing and Professional Education for further advice and information and to obtain programme specifications should you require them.
- ▶ The Programme Specification for the Certificate of Higher Education
- ▶ The Programme Specification for the Diploma of Higher Education

7. Prizes and Awards

Continuing and Professional Education has a number of prizes which are awarded annually.

The D E Evans Prizes

These prizes may be awarded annually in memory of the late D E Evans, the first person to be appointed Tutor-in-Charge of Extra-Mural Studies in the College, and are provided from a fund established through the generosity of students and tutors. The award is open to both Lifelong Learning and Workers Education Association students. If you wish to enter for this competition, please discuss it with your tutor.

The Elsie Pritchard Prize

This prize may be awarded annually to the best student submitting work for either Welsh or Local History courses. It is awarded in memory of Elsie Pritchard. If you wish to enter for this award, please discuss it with your tutor.

Departmental Prize

The Departmental Prize is awarded annually for exceptional effort and application; exceptional progress; exceptional initiative in researching, preparing or presenting work, or in any other contribution to a class.

The Patricia Clark Memorial Prize

This prize may be awarded annually to a Humanities student who has either made outstanding progress throughout the year, or written an exceptional essay, or other assignment, on a topic connected to their course theme.

The Leonard and Marian Jones Music Prize

This prize may be awarded annually to a student who has either made outstanding progress throughout the year, or completed an exceptional assignment, on any musical topic.

SECTION 6

Generic Assessment Criteria

1. How do Tutors inform students about credits gained?

Course tutors complete a *Module Assessment Form* at the end of each accredited course and give the top copy to the student. This provides students with a provisional mark or grade, which is confirmed by our Examining Board at the end of the academic year. Students will only be contacted again with regard to their marks/grades if they are altered/not confirmed by the Examining Board. Once credits are confirmed they are entered onto our records. Students may request a student credit history of all their courses taken and credits gained at any time.

Lifelong Learning monitors individual student credit for the Certificate and Diploma of Higher Education and writes to students, normally in the autumn semester following the completion of credits, to inform them of their achievement and invite them to an award ceremony. However, students who are working towards a Certificate of Continuing Education should contact us to confirm that they have met the requirements for this certificate.

2. Generic criteria for assessment

Each course has an overarching module for which a pre-determined mark scheme has been agreed by the Coordinating Lecturer. Each course associated with a particular module must be marked in the same format. The mark schemes available for use are:

Pass/Fail - students are awarded either a pass or fail.

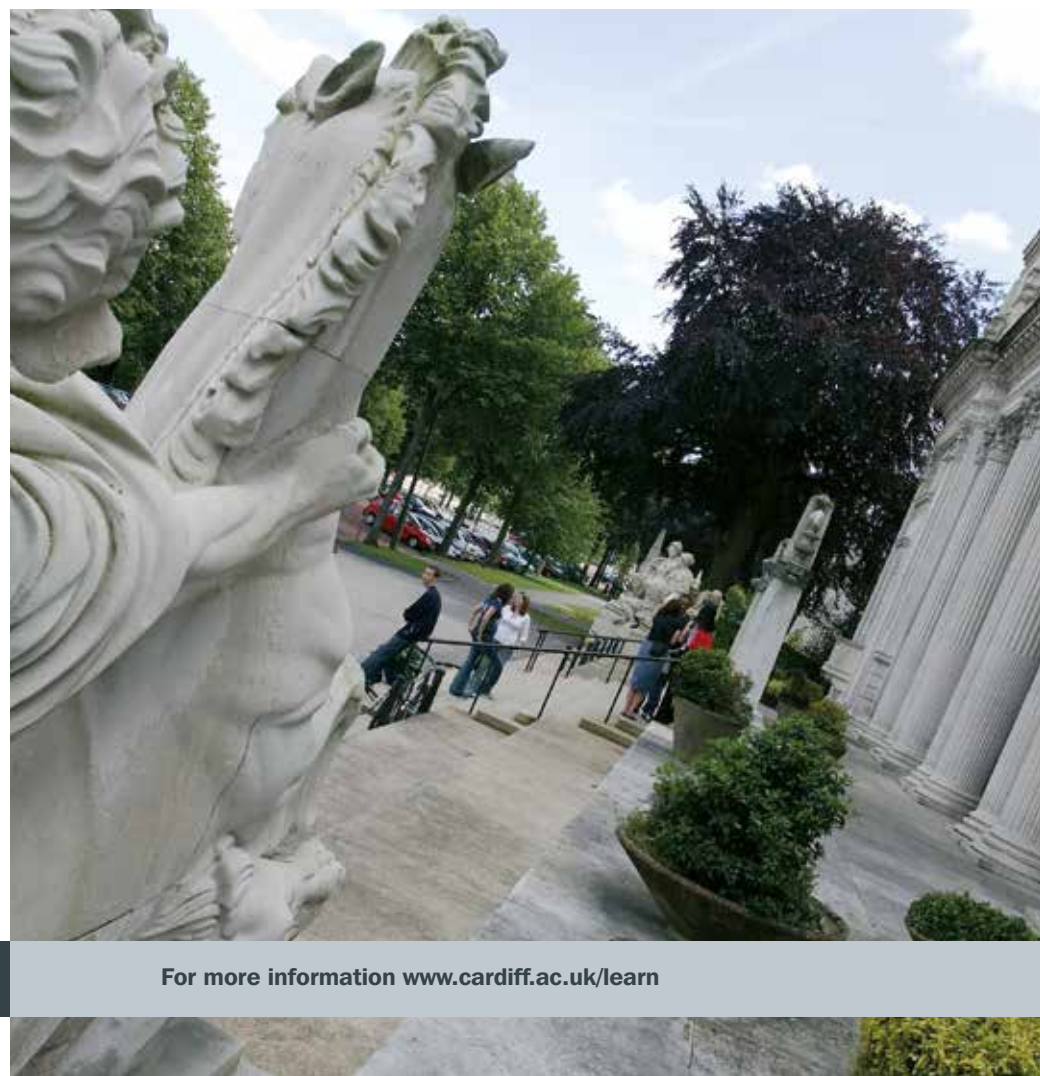
Grades - students are awarded a grade in accordance with the relevant assessment criteria from the next few pages.

Percentages - students are awarded a percentage in accordance with the relevant assessment criteria from the next few pages.

The mark scheme for the module you are teaching is printed on the assessment record. Please ensure that marks are returned in this format as marks in an alternative format cannot be entered onto the system.

The following table shows the generic assessment criteria and descriptors that have been adopted by us for written assessment, for courses at levels 4 and 5. These criteria are intended to provide general guidance on the overall levels to be achieved for written work in specific grades/mark bands. It is suggested that to qualify for inclusion within a grade/mark band, an answer should display evidence of a **majority** of the criteria listed under that grade.

All subject areas should have marking schemes for individual modules, details of which should be made available by the tutor to students at the start of the course.



For more information www.cardiff.ac.uk/learn

2.1 Generic assessment criteria and descriptors for written assessments

Grade	Descriptor	Mark range	Criteria
P	Pass		This grade is used to signify an ungraded pass and is generally used where marks seem inappropriate – e.g. creative writing or musical composition. Work in this area will: show evidence of original treatment of material; conform to an established or recognisable form; apply fundamental principles of editing, revision and presentation.
A1	Outstanding	90-100	Outstanding work with an exceptional knowledge and understanding of concepts and issues. Innovative independent thinking with a high level of argument supported by compelling evidence. Clear, logical and coherent structure; precise and concise use of language; flawless use of appropriate referencing system.
A2	Excellent	80-89	Excellent work which understands and deals well with almost all aspects of the question. Independence of thought and sustained quality of argument supported by detailed and accurate evidence. Clear, logical and coherent structure; precise and concise use of language; consistent use of appropriate referencing system.
A3	Comprehensive	70-79	Highly focused response which understands and deals well with most aspects of the question. Independence of thought and methodical argument supported by appropriate evidence. Clear, logical and coherent structure; mostly precise and concise use of language; very good use of appropriate referencing system.
B	Good	60-69	Good knowledge and understanding of relevant concepts and issues. Methodical, supported argument that goes beyond the class teaching materials. Few errors/omissions. Mostly clear, logical and coherent structure; mostly precise and concise use of language; good use of appropriate referencing system.
C	Fair	50-59	Some knowledge and understanding of the relevant concepts and issues. Familiarity with the subject matter but some errors or omissions. Reproduction of material but without significant critical judgement. Generally logical and coherent structure; acceptable use of language; adequate use of appropriate referencing system.

Grade	Descriptor	Mark range	Criteria
D	Bare Pass	40-49	Some basic knowledge and understanding of the relevant concepts and issues. Some basic relevant content but with significant errors or omissions. Limited use of important source material. Some attempt at structure but elements illogical or incoherent; errors in use of language or unclear passages; inadequate use of appropriate referencing system.
F1	Fail	30-39	Unsatisfactory, with evident weaknesses and gaps in content. Skeletal grasp of relevant concepts and issues. Very limited, if any, structure; many errors in use of language to the point where comprehension is difficult; severely deficient referencing.
F2	Insufficient	20-29	Demonstrates some evidence of an elementary grasp of the concepts and issues but with gross misconceptions or misapplications. Extensive errors and omissions. Confused structure; poor use of language; severely deficient or non-existent referencing.
F3	Poor	0-19	Little or no knowledge and understanding of relevant concepts and issues. Negligible meaningful content of any kind. Extensive errors and omissions. Little or no structure; very poor use of language; no referencing.

3. Plagiarism and Unfair Practice

Plagiarism is a serious problem. Research typically indicates that between one-third and one-half of all students engage in plagiarism. It is a dishonest practice that disadvantages other students and it can be described as 'intellectual theft'. With the increased availability of information in electronic formats; it is also now significantly easier to engage in; but also easier for your tutor to detect. It is ultimately each student's responsibility to ensure they do not engage in plagiarism, and that any work submitted for assessment, either formative or summative, is original and their own.

3.1 What is plagiarism?

The Academic Regulations Handbook defines plagiarism as work that uses "the words or ideas of others without acknowledging them as such". This includes work that has been produced by a fellow student, and it includes words or ideas that have been produced in any medium. The following are all examples of plagiarism:

- ▶ Direct copying of material or ideas from a textbook, an Internet site, a computer program, or from another student's work, when that material is not properly attributed to its original author(s).
- ▶ Paraphrasing material from other sources, when that material is not properly attributed to its original author(s).
- ▶ The submission of work taken partly or wholly from another source, (e.g. a web-based essay bank) as if it were your own work.
- ▶ The use of material and ideas that were developed in collaboration with other students, as if these words and ideas were solely your own work. Plagiarism can either be a deliberate conscious act, or an unintentional act caused by poor study habits. In cases of doubt it is essential that you seek advice from academic staff.

3.2 Why plagiarism should be avoided

Aside from the penalties that will be imposed in cases where unfair practice has been proven, a number of other reasons can be put forward as to why plagiarism should be avoided. These include:

You can get higher marks for work that is original and your own.

By using your own thoughts and words you will be much more likely to develop a better and deeper understanding of the subject area. These ideas will then be easier to remember in assessment situations. Most assessment tasks are primarily designed to assess understanding. Using your own words and ideas will make it easier for staff to recognise your achievements in this area. Properly demonstrating an understanding of the topic will therefore increase the chances of higher marks and better grades being awarded.

You will develop valuable intellectual skills. Many assessment tasks provide an opportunity to demonstrate intellectual skills. Work that uses original ideas and shows clear evidence of such abilities will tend to receive higher grades. These skills include the ability to argue logically, to critically evaluate evidence, and the ability to analyse and synthesise information.

You will develop skills that are valued by employers. By developing good study habits you will better develop an appropriate range of employability skills. As this label suggests, potential employers particularly seek these skills. These include the ability to reflect and learn from experience, time management skills, the skills associated with finding, utilising and evaluating information, and in particular, written communication skills.

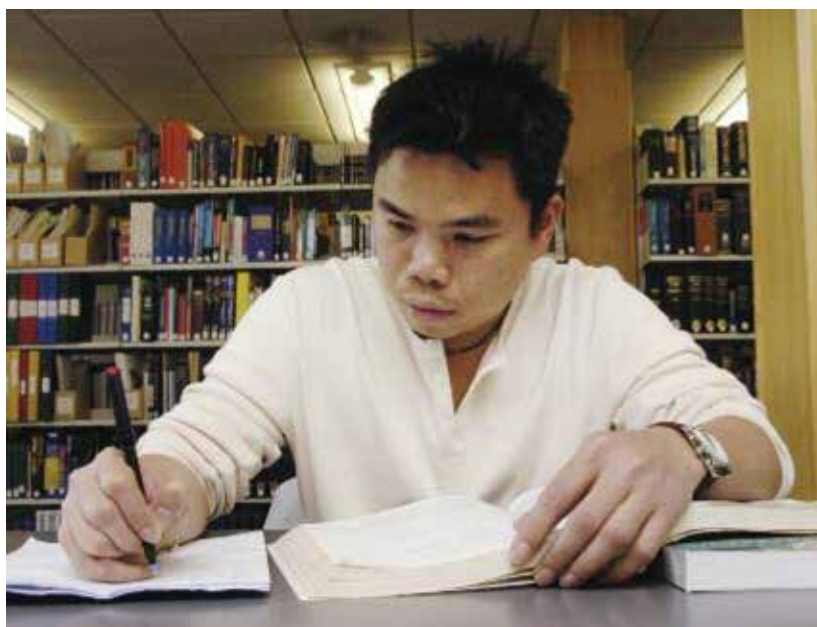
You will get marks for having cited other works and for proper referencing. Many Departments award marks for proper referencing. By using the correct referencing conventions you may get a higher mark. Staff in Libraries will be happy to advise on the correct procedures that must be adopted.

3.3 Advice on good study habits that can help prevent plagiarism

The advice below contains a few brief pointers on some of the study techniques that, if regularly used, can help prevent 'accidental' plagiarism. Further, more detailed advice is available from Libraries, which contain a variety of published works that can help in the development of effective study skills.

Develop note-taking methods that make you use your own words.

A number of techniques can help achieve this. One approach is to pick out the points that are most relevant to the topic being studied, and to rephrase these in your own words. Another method is to draw diagrams that help identify the relationships that exist between key concepts. Try and experiment with different methods. Whatever method you use, it will be worth practising, as these techniques can also help you develop your own writing style.



Use your own words when taking notes in a lecture or seminar.

When taking notes in classes, try and practise different strategies that will help you both understand the main arguments that are being presented, and also leave a set of notes that can be used later to reinforce understanding. Different classes may, however, require different styles of note-taking. Tutors will be happy to provide advice and guidance on the style of notes to take that work best within particular disciplines.

Make sure you properly list all the sources used for an assignment within your notes.

By properly listing the resources used when preparing for an assignment, it will be easy to compile the bibliography. Try and remember to include all of the relevant information. It is easy to forget to do this, and it can be very time consuming and difficult to track down these references at a later date.

Make sure you record the full address of World Wide Web sites that you access.

It may be tempting to cut and paste directly from such sources, but it will be worth remembering that tutors will be aware of, and familiar with, the content of good quality sources. If you choose to utilise less reputable sources, while these may be less familiar to staff, they may be inaccurate. Any student who is found to have used web sources that encourage cheating will run the risk of disciplinary proceedings. Any reliance on web services of this type is offensive. You should therefore aim to develop the skills required to assess the quality of different sites. To help develop these skills try using the 'Internet Detective', an interactive tutorial accessible via the World Wide Web at:

<http://www.vts.intute.ac.uk/detective/>

Try and prepare assignments in good time. Research suggests that most students who engage in plagiarism do so because they are short of time. Plagiarism that is done in a hurry is also easier to spot. In particular, projects and dissertations tend to take longer to complete than other assignments, and should be planned well in advance of submission dates.

Try and utilise the range of information sources and advice that are available. In addition to the material available in Resource Centres, the Cardiff Skills Bank offers practical help and advice on written communication skills, together with a collection of self-paced learning materials that can be used by students to supplement and improve these skills [<http://skillsbank.cf.ac.uk/>]. The Student Counselling Service and the English Language Service may also be able to help, and the Writing Centre also provides a free, friendly, and confidential one-to-one professional service for students who have problems with writing and study skills.

If you do have any doubts or questions, try and discuss these concerns with academic staff. They will be happy to meet and to discuss any problems you may have.

3.4 What will happen if you engage in plagiarism?

For summative assessment students may be subject to the University's 'Unfair Practice' procedures. Summative assessment has been defined as assessment that provides a measure as to whether a student has achieved the learning outcomes for a defined unit of learning, and at what standard of performance.

3.5 Unfair Practice

This is defined in the Academic Regulations Handbook as **“any act whereby a person might obtain for him/herself or for another, an unpermitted advantage leading to a higher mark or grade than his/her abilities would otherwise secure”**. Students who engage in plagiarism by using the work of one or more other persons and submitting that work, in whole or in part, for assessment or examination without proper citation of the source(s), as though it were the student's own work, shall be subject to these procedures. If found guilty, a student may face one, if any, of the following penalties:

1. the issue of a formal reprimand to the student with a copy placed on his/her file; and/or,
2. the cancellation of the student's marks for all or part of the assessment or other assessment component in question, and, if considered appropriate, the postponement for one academic year of the student's qualification for an award or progression to the next stage of a programme of study; or,
3. the cancellation of the student's marks in the assessment as a whole, and, if considered appropriate, the postponement for one academic year of the student's qualification for an award or progression to the next stage of a programme of study; or,
4. the cancellation of the student's marks in the assessment as a whole and the disqualification of the student from any future assessments.

If plagiarism is suspected in a formative assessment, module tutors will discuss the issue with the student concerned, and remind them of the serious nature of this behaviour. Departments may also choose to take further appropriate action, but should ideally use this opportunity to emphasise the positive benefits that can be derived from original work. Formative assessment has been defined as assessment that enables learners to reflect on their progress through feedback, and to plan their future learning and development, but does not contribute to final awards or their classification.

4. Guidance on the Writing of Assessed Work

The following pages are intended as general guidance. Your tutor may wish to supplement it with something more specific to your particular course.

4.1 Essay Writing

Essay writing can be made a lot easier if you follow a few simple steps:

1. **Read the question carefully.** Unless you understand the question you will not be able to answer it clearly and you could waste a good deal of time pursuing information which is not needed.

Essay Planner for general essays

Approx no of words	Topic	Key Points
250	Introduction	
250	Topic 1:	
250	Topic 2:	
250	Topic 3:	
250	Topic 4:	
250	Topic 5:	
250	Topic 6:	
250	Conclusion	
Not counted in word count	References	

Approximate total number of words 2000

2. **Consult the reading list provided.** Find out from your tutor if you need to read all the items listed or whether there are some alternatives, then obtain some of the books or articles listed. You can, of course, look at other books and articles but remember two things: firstly that opinions change and that a book which is highly regarded in one decade may not be so in another; secondly that not all printed material is of equal value - a survey of a subject for a general readership may not be as useful or as up to date as a scholarly work.
3. **Make notes on what you** read in your own words, always bearing in mind the question you have to answer. Remember that if you are going to quote *verbatim* or *nearly verbatim* from a source you will need to give page references. **Unacknowledged quotation is regarded as plagiarism** (an attempt to pass off the work of others as one's own) and penalised accordingly.
4. When you consider that you have collected sufficient material for your essay, read through your notes and **make a plan**.
5. Your plan should take the form of a *brief* outline of the essay, so you will need:
 - a) an **introduction** setting out your approach to the question;
 - b) a **series of strands (or key ideas)** which you will pursue in turn. These may take the form of a series of chronological stages or a series of different aspects of the subject that you are analysing. Whatever the subject, it is important that you have a clear idea of the ways in which you are going to tackle it and that you set these out in a logical way;
 - c) your **conclusion**, drawing in the threads of your argument and answering the question in a nutshell.

Different people approach planning in different ways. Some use this as a preliminary draft, others simply as a list of main headings. While you find out what suits you, it is suggested that a minimum requirement is a sheet of A4 which contains a brief outline of your approach (the introduction), a series of headings which will turn into paragraphs or sections and an outline of your conclusions.

6. You are now ready to write the essay. If you are fluent with a word processor, this is probably the time to reach for the computer. If you intend to write in long hand then you will need to remember that you will need more than one draft.
7. Make sure you are aware of the word limit of your essay. Few tutors will hold you absolutely to the word limit, but over-long or over-short essays are rarely satisfactory (or acceptable). Remember that your ability to summarise your material is important. If no word limit has been specified you may assume that an essay of 1500-2000 words is expected.
8. Remember that an essay question is not only asking you to produce facts but to argue a case with them and, if possible, include some ideas of your own.
9. Identify your sources. This means that where you have used a fact or an argument from a book or article, you need to give details of the work and an exact page reference. At the end of the essay you need to set out the books and articles which you have used in an alphabetical list (i.e. a bibliography).

To help you, we have included a section on Citing References below. In addition, the University Library has produced guides to assist you in referencing. These are available at the following website and in the libraries.

www.cardiff.ac.uk/insrv/educationandtraining/guides/citingreferences/index.html

Good layout is important. The reader is judging your work as seen. Most of us assume, either consciously or subconsciously that sloppy grammar or spelling or careless presentation reflects the quality of the contents. Taking care with layout and the use of a spell checker (if you are using a word processor) is time well spent. If you have difficulties spotting your own errors why not ask a friend to read your work or contact the Study Skills tutor at Lifelong Learning?

11. Finally, do not forget to put your name on your essay.

Please note: Although we endeavour to return essays after the Examination Board has met, **you should make a copy of your work before handing it in.**

4.2 Projects and Dissertations

Introduction

Projects are undertaken within a variety of courses; they can be individual or group activities but are, wherever possible, assessed on an individual basis as part or whole of specific modules. Projects are intended to give you an opportunity to develop skills in the collecting, analysing, discussing and presentation of information.

How projects are organised

Group projects are arranged around a project of group research. The project aims will be determined either by the tutor alone or by the tutor in discussion with the group. Wherever possible, they need to be arranged in such a way that the contributions of individual members can be identified.

Individual Projects can form part or all of the assessment within a module. The subject of an individual project must be determined through discussion with the module tutor (or tutors) and must be approved by the tutor who will act as supervisor.

Writing up the project

This will be the responsibility of the student or students involved under the supervision of the tutor. Normally the written project will include:

- a) title and author/s;
- b) a statement of aims where this is not self-evident or the project is not part of a larger whole;
- c) the methods adopted in undertaking the project;
- d) the results of the research;
- e) a discussion of results;
- f) a conclusion;
- g) a bibliography and list of abbreviations (see Citing references below).

Most projects will also need to include:

- h) a brief summary;
- i) a list of contents;
- j) details of the relevant module.

In all cases where students are working on projects on their own away from the tutor, it is essential that written instructions specific to the project are issued at the earliest opportunity, so please ask your tutor if you have not received these.

4.3 Citing references

Whilst there are a number of ways of citing references, we recommend that you use the Harvard System.

The following is adapted from two sources: *Citing Reference*, a leaflet published by the University Information Services and available at libraries and the dissertation guidelines issued by the Faculty of History of Cambridge University.

4.4 The Harvard System

1. In the Text

Insert the author's surname and the year of publication in brackets in the text, where you cite a reference. Unless the reference is a very general one, you should also add the relevant page number(s).

If the author's name is already used in the text (e.g. ...as Bloggs says...), just insert the year of publication (e.g. ...as Bloggs (1987, p34) says...). If it is not, then put it in brackets with the year of publication and page references (so (Bloggs 1987: 34)). If there are two authors, insert both names (e.g. Bloggs & Brown 1984...). If there are more than two authors, insert the name of the first author, followed by et al. (e.g. White et al. 1976...). If your author has published more than one work in a year and you are citing them, use a, b, c etc. to distinguish the different works (and remember to check that you have adjusted your bibliography accordingly).



2. At the end of the text

At the end of the text, list your references alphabetically by author's surname. Arrange any references by the same author by the year of publication.

It is suggested that, for books, you cite in the following order: author, initials, date of publication, title of book in *italics*, place of publication, publisher.

It is suggested that, for articles, you cite in the following order: author, initials, date of publication, title of article within inverted commas, title of journal in *italics*, volume number of journal, pages of the entire article (e.g. 234-345).

Please note that the place of publication is normally the main address of the publisher. It is not the place of printing, which will vary from book to book within the same publishing house.

The great advantage of the Harvard system is that however many times you cite a work, you only give the full details once and all text references are short. It also acts as a discouragement to lengthy footnotes which generally include material better placed in the body of the text (or omitted entirely). Its disadvantage is that it is often not immediately clear which work by a particular author is being cited.



4.5 Abbreviations and Unpublished Material

Abbreviations of commonly used journals or series are probably best kept to a minimum but may save both time and space if the source is cited frequently. Try to use standard abbreviations (look in a reputable journal for your subject area) **and make sure that you list your abbreviations.**

You may need to cite unpublished material. Sometimes this takes the form of an opinion or information provided by another researcher either verbally or in a letter. For such information it is usual to acknowledge the source often by giving a name and an indication of the mode of communication (John Jones, personal comment; David Davies, *in litt.*).

Other unpublished material is in the form of documents. These are frequently to be found in public record depositories. Here, you should quote the catalogue numbers used by the depository. So if your source was in the Public Record Office, your reference might read: PRO.Chancery Misc. 34/5. Generally for this type of reference you need to use abbreviations and indicate these in your bibliography. Sometimes it is useful to list documents separately in the Bibliography, often by depository.

4.6 Electronic References

Electronic references can be cited in the same way as others using the above systems. In this case, document titles would probably substitute for book or article titles and the type of electronic source should be included. So:

For articles on CD-ROM:

Author, date, document title, journal details, CD-ROM, CD-ROM title if different from the journal title, version and date.

For World Wide Web documents:

Author (if applicable), year, document title, WWW, location of document (web address), date when you accessed it.

For an Electronic Journal on WWW:

Author, date, document title, journal details, WWW, location of document (web address), date you accessed it.

For an Email discussion list:

Author, year, subject line of the posting, Email, discussion group electronic address, date of posting.

Remember

The object of citing references is to show where you got your information and to enable someone else to check or follow up your source. You have to use a system which enables this to take place with the minimum of difficulty. Imprecise referencing makes it very time consuming to locate the original source.

4.7 The Learning Guide

This guide offers advice on how you can develop effective ways of studying so that you make the most of your learning experience at Cardiff University.

The Learning Guide can be accessed via our website
<http://www.cardiff.ac.uk/learn/learningguide>

SECTION 7

What Next? Information on Progression and Further Study

Once you have completed your Certificate of Higher Education you have a number of options.

1. Go to other Certificate Courses

You might like to try one of (or another of) our Certificates of Continuing Education in named subjects so as to broaden your range of knowledge.

2. Move on to Level 5 Work

You might like to try one of our Level 5 courses, a number of which can be used to study towards either a Level 5 Certificate of Advanced Study in a particular subject, or a Diploma of Higher Education (see Section 5).

3. Move into full-time Higher Education

It is possible to use our courses to progress on to an undergraduate programme. They provide recent evidence of your ability to study at degree level, whether or not you have studied at A level in the past. The best way to do so is to follow one of our Pathways to a Degree.

Otherwise, if you wish any modules to be credited towards your degree then they will have to match modules within the degree programme. If you are clear about the degree you want to study it is often very useful to speak to the admission tutor for that degree to get an idea of the most appropriate preparation for the degree before you start. Depending on their previous educational and other experience a student may be required to do more or less preparatory work.

4. Enjoy it!

You now have a much greater knowledge of one or more subjects. Use it! Join that Society. Visit those Museums. Take those trips abroad and use your language. Find people to talk to in your new field. That is what Lifelong Learning is all about.



APPENDIX 1

CONTINUING AND PROFESSIONAL EDUCATION

1. Regulations for the Modular Programme of Study Leading to a University Certificate of Higher Education

1 GENERAL

These regulations shall be read in conjunction with and conform to Cardiff University, Cardiff Senate Regulations for Modular Undergraduate Programmes of Study.

2 ENTRY REQUIREMENTS

There are no formal entry requirements to the Programme of Study but, where a module requires a particular pre-requisite skill or qualification, students must demonstrate that they are able to satisfy these requirements.

Where there is disagreement as to the suitability of a student for admission to the Programme of Study as a whole, or to any specific module, the final decision will rest with the Director of Lifelong Learning in consultation with the Board of Studies.

3 STRUCTURE OF THE PROGRAMME

This is a part-time Programme of Study.

4 TIME LIMIT

The time limit for completion of the Programme shall be 10 years.

5 PROGRAMME OF STUDY

The Programme of Study shall comprise the modules detailed in the Lifelong Learning Module Catalogue, which shall be deemed to form part of these regulations.

6 ASSESSMENT

6.1 Assessment shall be conducted in accordance with the Senate Regulations of Cardiff University.

6.2 The method of assessment for each module shall be determined by the relevant Continuing and Professional Education board, upon the recommendation of the Board of Studies, and shall be specified in the approved module description.

7 PROGRESSION

There are no progression rules within this Programme.

8 AWARD

At the end of each year, the Lifelong Learning Examination Board shall consider the performance of each candidate in each module completed during the course of that year. A student who has obtained at least 120 credits at Level 4 or higher, where all the credits have been obtained in the preceding 10 years, shall be eligible for a University Certificate of Higher Education.



For more information www.cardiff.ac.uk/learn

APPENDIX 2 LIFELONG LEARNING

2.Regulations for the Modular Programme of Study Leading to a University Diploma of Higher Education

1 GENERAL

These regulations shall be read in conjunction with and conform to Cardiff University, Senate Regulations for Modular Undergraduate Programmes of Study.

2 ENTRY REQUIREMENTS

In order to embark on the Programme of Study candidates must already have 120 credits at Level 4 or higher, or equivalent.

Where there is disagreement as to the suitability of a student for admission to the Programme of Study as a whole, or to any specific module, the final decision will rest with the Director of Lifelong Learning in consultation with the Board of Studies.

3 STRUCTURE OF THE PROGRAMME

This is a part-time Programme of Study. The modules that constitute this Programme have been grouped according to subject area, and a student will need to obtain 60 credits at Level 5 from each of two subject-specific blocks in order to qualify for the award of a Diploma of Higher Education.

4 TIME LIMIT

The time limit for completion of the Programme shall be 10 years.

5 PROGRAMME OF STUDY

The Programme of Study shall comprise the modules detailed in the Continuing and Professional Education Module Catalogue, which shall be deemed to form part of these regulations.

6 ASSESSMENT

6.1 Assessment shall be conducted in accordance with the Senate Regulations of Cardiff University.

6.2 The method of assessment for each module shall be determined by the relevant Lifelong Learning board, upon the recommendation of the Board of Studies, and shall be specified in the approved module description.

7 PROGRESSION

There are no progression rules within this Programme.

8 AWARD

At the end of each year, the Lifelong Learning Examination Board shall consider the performance of each candidate in each module completed during the course of that year. A student who has obtained at least 120 credits at Level 5 or higher, comprised of 60 credits from each of two subject-specific blocks, shall be eligible for the award of a University Diploma of Higher Education.



For more information www.cardiff.ac.uk/learn

APPENDIX 3 CONTINUING AND PROFESSIONAL EDUCATION

3.Examining Board Conventions

Introduction

The Examining Boards for the Certificates and Diploma of Higher Education are a two-tier system made up of Subject Examining Boards for each subject area within the Programmes, and final Examining Boards for the Certificate and Diploma of Higher Education. As all Level 4 and Level 5 modules currently available may, if the student wishes, be counted towards the Certificate, it will be most convenient to consider the results of all Level 4 and 5 modules together. Final grading of individual students will, however, be the responsibility of separate Boards.

Certificate of Higher Education

These conventions should be read in conjunction with Cardiff University Regulations for Modular Undergraduate Programmes of Study.

- ▶ The whole of the Certificate of Higher Education is covered by the same conventions.
- ▶ The Certificate of Higher Education is classed as Pass or Fail.
- ▶ The Examining Board does not use the provisions of Senate Regulations and award credit in any failed modules, i.e. 120 credits must be gained for a student to be awarded the Certificate of Higher Education regardless of any failures.
- ▶ The Examining Board employs the following conventions for the sampling of examination scripts, class tests and in-course assessments:



Subject Examining Boards:

For each module, except where agreed with the internal moderator, at least three pieces of assessed work from each component of assessment from three different students, one with high, one with average, and one with low marks, shall be submitted to the appropriate Internal Moderator. Where the same module is taught by more than one tutor, the sample should include at least three pieces of work from the courses taught by each tutor. Where the nature of the assessment makes this inappropriate, an alternative sample shall be agreed by the Convenor and the Internal Moderator. As the critical borderline for the Certificate of Higher Education is that between Pass and Fail, all work falling into the mark band 38-42% shall be added to any sample of work considered by the Internal Moderator. The Internal Moderator may elect to see any or all assessed work outside the sample.

Lifelong Learning Examining Board:

The sample of work examined by each Internal Moderator shall be made available to the Programme External Examiners, along with the written comments of the Internal Moderator and the minutes of the Subject Examining Board. The latter may elect to see any or all assessed work outside the sample.

- ▶ Rounding of marks is the responsibility of each Subject Examining Board. Percentage marks shall be rounded up where the mark is .5 or higher and rounded down where the mark is .49 or lower, except as follows:

The critical borderline for the Certificate of Higher Education is that between Pass and Fail. Therefore all work falling into the mark-band 38-42% shall be added to any sample of work considered by the Subject External Examiner and marks shall not be rounded before discussion. For Level 5 modules, work falling into the mark-band 68-72% shall also be considered by the Subject Examining Board and a percentage mark of 69.5 shall not be rounded before discussion.

- ▶ The fact that students on the Programme are adults, studying on a part-time basis and likely to have family and other responsibilities shall always be taken into account in considering special circumstances. Special circumstances shall be considered in the first instance by Subject Examining Boards and recommendations made to the Programme Examining Board via Subject Examining Board Minutes.
- ▶ The Examining Board does not use viva voce examinations.
- ▶ The provision of module re-sits is the responsibility of each Subject Examining Board and shall be reported to the Continuing and Professional Education Examining Board through Subject Board Minutes.
- ▶ Subject Examining Boards recommend results to the Continuing and Professional Education Examining Board. It is the Programme Board, in consultation with the external examiners which can alter or confirm results.

Diploma of Higher Education

The results for all Level 5 modules are considered by the Lifelong Learning Examining Board. The Examining Board for the Diploma of Higher Education alone concerns itself primarily with monitoring the progress of students enrolled on the Diploma and on the final award of the Diploma.

These conventions should be read in conjunction with Cardiff University Regulations for Modular Undergraduate Programmes of Study and the Certificate of Higher Education Examining Board Conventions (above).

- ▶ The entrance requirements for enrolment on the Diploma require candidates to have already 120 credits at Level 4, or higher, or equivalent.
- ▶ The modules that constitute this Programme have been grouped according to subject area, and a student will need to obtain 60 credits at Level 5 from each of two subject-specific blocks in order to qualify for the award of a Diploma of Higher Education.

- Students may be allowed to substitute 20 credits worth of module(s) at Level 5 in another relevant subject for those normally on offer in the subject block they are taking.

Otherwise, the Examining Board Conventions for the Diploma of Higher Education are identical to those for the Certificate of Higher Education except that:

- The Diploma of Higher Education is a classified award. A Pass is a rounded average mark between 40% and 59%. A Merit is a rounded average mark between 60% and 69%. A Distinction is a rounded average mark of 70% and above, with at least 60% in both subject blocks taken. It should, however be noted that the Examining Board does not use the provisions of Senate Regulations and award credit in up to two failed modules. It, therefore, follows that, regardless of any failures, a candidate must pass modules to a value of 120 credits to gain a Diploma.
- Marks for the Diploma will, in the first instance, be calculated on the basis of an average of all modules passed. A candidate for the Diploma does not have to achieve a distinction in both of their subject blocks in order to gain a distinction overall. However, a Distinction will not normally be awarded if the marks in one block average less than 60%.
- Where a candidate has a raw average mark of 68.5 or above, the Diploma Examining Board may consider awarding a Distinction. In doing this, it may consider the candidate's performance in each of the two 60-credit subject blocks taken and allow a clear distinction in one block to compensate for a slightly weaker performance in the other.
- Marks which come to the Diploma Board will have already been considered by the Subject Examining Board and the Certificate Board. The Diploma Board will not, therefore, normally alter a candidate's marks in specific modules. Its role is to determine the overall grades of candidates who have already passed the requisite number of modules.



Professional Development Datblygiad Proffesiynol



Cardiff University offers extensive continuing professional development (CPD) opportunities designed to raise your skill levels and equip you with cutting edge knowledge and techniques.

Choose how you learn:

- Short non-credit bearing courses in a variety of subjects.
- Postgraduate standalone modules. These offer flexibility to balance your work and study.
- Bespoke solutions for organisations seeking unique programmes for staff development.

Want to know more?

Our dedicated CPD Unit is here to help you choose the right option for you.

029 2087 5274 train@cardiff.ac.uk www.cardiff.ac.uk/train

Why choose us?

www.cardiff.ac.uk/train

- Study and learn in a research-rich environment
- Learn from experts in their academic fields
- Access to courses across the University's 24 academic disciplines
- Flexible learning including online and blended modules
- Small class sizes
- City centre location



The CPD Unit is proud to hold the Customer Service Excellence Standard

